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ABSTRACT

This report presents findings of a survey of female staff members (secretaries, administrative assistants, clerks, matrons, psychoeducational consultants, teachers' aides, etc) in order to gain statistical evidence on which to build programs and formulate recommendations to improve their working conditions. Questionnaires were used in the survey to elicit background information on each respondent including day care utilized, perceptions of and satisfaction with her position, mobility in the system and opportunities for development, perceptions of interview procedures, discrimination, and sexual harassment. Results of each question are tabulated and summarized in the report. (WAM)

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RESEARCH REPORT

AFFIRMATIVE ACTION SURVEY

NON TEACHER-CERTIFICATED FEMALE STAFF

Prepared for the Non Teacher-Certificated

Affirmative Action Advisory Committee

Educational Research & Evaluation Service

Dorothy Peebles

February, 1981

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INTRODUCTION

Background of Survey

The Board of Education, at its meeting on 7 May 1979, approved an Affirmative Action Model. Affirmative Action may be defined as a plan that advances the cause of equal employment opportunities for all employees. It refers specifically to the maximum utilization of all human resources, male and female, in all areas of employment. The Affirmative Action Model approved by the Board included the recommendation that Advisory Committees be established to assist the Consultant, Affirmative Action/Women's Studies, in the implementation of the objectives of the Model. The Non Teacher-Certificated Affirmative Action Advisory Committee (NTCAAAC) is one such body, established May, 1979, to represent all staff who are not teachers. Its primary objectives are:

(a) to assist in the gathering of data on the status and needs of the system relative to Affirmative Action;

(b) to recommend to the Consultant, Affirmative Action Women's Studies, realistic goals for the Affirmative Action program;

(c) to recommend to the Consultant, Affirmative Action Women's Studies, strategies that will achieve those objectives;

(d) to communicate to the system, with the help of sen or administration, the principles underlying the Affirmative Action program.

To fulfill these functions more effectively, the NTCAAAC decided in September, 1979, to conduct a survey of all female staff who are in non teacher-certificated positions in order to:

(a) gain statistical evidence on which to build programs and formulate recommendations;

(b) determine employee concerns;

(c) raise female employees' awareness of the existence of the Affirmative Action Program;

(d) heighten management awareness of employee concerns and satisfactions.

METHOD

Instrumentation

Early in 1980 a questionnaire was developed by a subcommittee of the NTCAAAC which included a representative of Educational Research and Evaluation Services. Questions were designed to provide information about the respondents and to probe their feelings about:

- Day Care
- Perception of Position and Satisfaction with Position
- Mobility in the System and Opportunities for Advancement
- Interview Procedure
- Encouragement
- Job Performance and Review
- Professional Development
- Discrimination
- Sexual Harassment

The results of the survey have been analyzed and are reported under the above headings.

The questionnaire was vetted with senior staff in September, 1980, and pilot tested with a small number of people early in October.

Procedure

On October 20, 1980, the questionnaire was distributed to the approximately 800 women employees in the North York system who are in non teacher-certificated positions. This includes secretaries, school administrative assistants, clerks, matrons, psychoeducational consultants, teacher's aides and other paraprofessional staff, as well as women in administrative, technical and professional positions. Respondents were asked to return the questionnaire by November 7.

Data Analysis

Data were analyzed in terms of three major groupings - Secretary/School Administrative Assistant, Clerk - Grades 1-4, and Other Staff.

RESULTS

Questionnaires were returned by 492 (62%) staff members.

BACKGROUND OF RESPONDENTS

Seven questions were asked related to the background of respondents. These involved position, location, length of time worked with the North York Board, length of time in present position, level of education, age and marital status.

Table 1 provides a breakdown of respondents by position and location.

TABLE 1

Breakdown of Respondents by Position and Location

Location	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Elementary School	52	6	32	28
Junior High School	14	26	21	21
Secondary School	9	37	16	22
5050	12	20	11	15
Regional Centre/Annex	13	11	20	14
TOTAL (N=492)	32	39	29	100

Thirty-two percent of the respondents were Secretaries/School Administrative Assistants; 39% were Clerks, Grades 1-4; and the balance, 29%, were Other Staff i.e. matrons, professional and paraprofessional groups, such as psychoeducational consultants, teacher's aides, audiovisual technicians, business administrative personnel and other non teacher-certificated administrative staff.

Twenty-eight percent of the respondents work in elementary schools, 21% in junior high schools, 22% in secondary schools, 15% are based at 5050, and 14% work in the regional centres and annexes.

Tables 2 and 3 indicate the length of time respondents have been employed by the North York Board and the length of time they have been in their present position.

TABLE 2

Length of Time Employed by North York Board

Length of Time Employed by North York Board	Position			Total Respondents N=492 %
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	
0-5 years	11	42	33	29
6-10 years	19	28	33	26
10 years +	70	31	33	44

TABLE 3

Length of Time in Present Position

Length of Time in Present Position	Position			Total Respondents N=492 %
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	
Less than 1 year	8	26	14	17
1-2 years	15	18	10	15
3-5 years	21	26	32	26
6-10 years	22	15	21	19
10 years +	32	15	23	23
No Response	2	-	-	1

There is a considerable amount of job stability among these respondents, with those in more responsible positions generally having the longest employment records with the Board. A total of 70% of all respondents have worked for North York for over six years; 44% for over 10 years.

Forty-two percent have been in their present positions for six or more years; 23% of them for 10 or more years.

Table 4 contains a breakdown of the level of education of the respondents.

TABLE 4

Education of Respondents

Education	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Less than Gr. 10	-	2	5	2
Gr. 10-12	50	57	28	47
Gr. 13	20	11	18	16
C.A.A.T.	4	10	9	8
University	3	3	23	9
Other	23	17	17	18

Forty-seven percent of respondents have completed some high school courses, i.e. between Grades 10 and 12; 16% have finished Grade 13. Thirty-five percent report having done some post-secondary work - 9% have university degrees, 8% have attended Colleges of Applied Arts and Technology and 18% indicated they have other kinds of educational training such as having taken some courses toward a university degree, attended Teacher's College, taken nursing training or studied at a business college.

The age distribution of respondents is contained in Table 5.

TABLE 5

Age of Respondents

Age of Respondents	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Under 30	3	22	11	13
30-39	10	21	20	17
40-49	25	22	32	26
50 +	62	33	37	44

The largest percentage of respondents (44%) are 50 years old or more; 26% are between 40-49 years; 17% are between 30 and 39; and 13% are under 30. In comparison with the other groups a substantially larger percentage of the Secretary/School Administrative Assistant group (62%) are 50 years or more.

The marital status of respondents is reported in Table 6.

TABLE 6

Marital Status of Respondents

Marital Status of Respondents	Positition			
	Secretary/ School Administrative Assistant N= 159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Married	78	71	71	73
Single	22	29	29	27

Seventy-three percent of the respondents are married. The 27% who are single include those who are separated or divorced.

DAY CARE

Respondents were asked whether they had any dependents, the age of dependents and whether they had any difficulty in obtaining day care for their dependents.

Thirty-four percent of respondents indicated they have dependents. The age of dependents is detailed in Table 7.

TABLE 7

Age of Dependents

Age	Total Respondents N=492* %
Under 5	3
5-12	13
13-18	20
Adult	16

* These percentages total more than 34% as some respondents have dependents in more than one age group.

Three percent of all respondents have children under the age of five; 13% have children between 5 and 12 years; 20% of the dependent children are between 13 and 18; and 16% of dependents are adults.

Only 2% of all respondents indicated that they have difficulty in providing day care for their children.

PERCEPTION OF POSITION AND SATISFACTION WITH POSITION

Six questions were devoted to determining how respondents view their present position and whether or not they are satisfied with the work they do.

The responses to the question of how respondents view their position are contained in Table 8.

TABLE 8

Question 12. Do you think of your present position mainly:

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
As a means to a short-term financial goal	6	10	11	9
As a training ground for a better classification	18	37	16	25
As a long-range position	49	38	40	42
As a career	23	9	29	19
No Response	4	6	4	5

Forty-two percent of the respondents view their present position as a long-range one; 25% see it as a training ground for better classification; 19% feel it is a career; and 9% regard it as a means to a short-term financial goal.

Respondents were asked to explain the reasons for their responses. These are listed below.

1. <u>As a means to a short-term financial goal</u>

	No.
- Financial need/family obligations	7
- Hired on yearly basis/ can't make future plans	5

	No.
- Nearing retirement/at my age it's not a career	5
- No chance for advancement no way to improve position and gain recognition of skills and educational background	4
- As a means to further education/taking university courses/ returning to school full time	4
- Looking for better paid job/don't plan to stay with Board much longer	2
- Started as short-term goal but like job/thinking of making it career	2

2. As a training ground for a better classification

- Would like to gain experience/confidence/would like more responsibility/greater pay/more challenging and interesting work/work with students	49
- Present training not used/qualified for better position because of training, skills, experience, level of responsibility	6
- Need special skills for position/gaining experience/preliminary to taking B.Ed.	5
- Taking or planning to take post-secondary courses/10 month position allows freedom to take summer courses/time for children	5
- Position dead end/nowhere for Teacher's Aides to go/no opportunity for advancement in Schedule II	2
- Experience in different areas of school, other Board offices helpful/Board should arrange such opportunities	2
- Employee should not have to apply for promotion/employer should recognize capable and loyal employees/ already doing responsible job and would like recognition	2
- Depends on future role of junior highs	1

3. As a long-range position

- Enjoy the work/work rewarding/love working with children/school secretary is important/don't want to change	30
- Need to work/for financial reasons/career is something you plan for and in which advancement is possible	19

	No.
- Have worked at job for long time/too close to retirement to change/opportunities limited as you grow older	11
- No promotional possibilities apparent/no teaching positions available/would like it to be long-range but no security in contract position	9
- Hours and salary compatible with family responsibilities/like part-time position/gets me out of the house/like summer off	5
- Am trained in another field but remuneration higher here/former teacher but prefer less responsibility	2
- Family grown/can afford to work in position with/low pay (T.A.)	1
- Would like to become "the perfect secretary"/possibly obtain better classification if being 50+ isn't a hindrance	1

4. As a career

- Enjoy work/very satisfying, rewarding, challenging/ satisfied to have progressed to this stage/don't want responsibility of teacher	21
- Consider position to be a career platform from which to learn and progress to more responsible positions/not necessarily in North York/gaining experience in field related to training	5
- Need to support myself	4
- Secretarial work in N.Y. is a career/involves responsibility, decision making	4
- Not aware of any place to go from here/no possibility of change in North York/difficult to get higher classification	3
- Have worked for long time with Board/ anticipate working till retirement/would hope this would include possibility of advancement	3
- Created my position and have had opportunity to widen its dimension/definitely a new career path for women/able to use special training	3
- Family grown now/feel free to pursue my career	3
- Fits into my lifestyle/meets my requirements	2

Though people have different perceptions about their positions, in a number of instances, they gave similar reasons. This is particularly true for those who said they view their positions as long range or as a career.

Table 9 contains a breakdown of the ratings respondents gave concerning job satisfaction.

TABLE 9

Question 13. How satisfied are you with your present position?

Rating	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Very satisfied	35	16	31	27
Satisfied	45	53	37	46
So-So	15	24	15	18
Dissatisfied	4	4	11	6
Very Dissatisfied	-	2	6	3
No Response	1	1	-	1

Seventy-three percent of respondents indicated that they are satisfied with their present position. Very few respondents are "very dissatisfied".

Reasons for Satisfaction

The reasons given by those who said they were satisfied with their present jobs are listed below:

	No.
- Enjoy the work/work is challenging/interesting/ varied/responsible/meaningful/fulfilling intellectually and emotionally/allows flexibility/job is unique	236
- Congenial co-workers/friendly/co-operative staff/good supervisors/good co-operation from Board offices	140
- Like working with students/contact with students/helping students learn	106

	No.
- Offers various benefits/good salary/holidays/ cafeteria/hours/fringe benefits/convenient location/ compatible with home responsibilities	52
- Provides opportunity for growth/learning/about children/management techniques/office skills/special education/able to continue studies	16
- Enjoy contact with public/parents/interested and interesting community	14
- Job not too demanding/little hassle/fewer pressures than teaching/duties within my capabilities/enough responsibility at the moment/familiar with work/duties clearcut/nearing retirement	12
- Enjoy helping others/feel I'm contributing to school program/feel useful	10
- Able to use education and previous experience	5
- Advancement possible/satisfied only that I have job with the Board/hope to move up from here	5

Typical of the comments made by those who expressed satisfaction with their present positions are the following:

" At the schools I have been I have had pleasant principals to work with as well as staff that have not made me feel that 'I am only the secretary and don't forget it'. The work is varied and I am working with all age levels and enjoying it."

" Working with children of all ages, with excellent staff members, meeting many parents constantly and enjoying the variety of work in a public school office. What more could one ask for!!"

" My position offers a variety of duties, most of which I enjoy. Although it is limited in terms of advancement and salary, the job is rich in terms of scope and experiences." (Teacher's Aide)

Reasons for Dissatisfaction

Those who are dissatisfied with their present positions gave the following reasons

	No.
- Classification system unfair/salary not equal to workload/grading system obsolete/no recognition for training responsibility, skills/males in similar jobs given more pay raises.	38

	No.
- Work uninteresting/not challenging/not satisfying/frustrating/dull	23
- Office understaffed/staff overworked/don't like regular overtime required/no appreciation for working overtime/frustrated by increased responsibility/too busy to do competent job/too many demands for one person office/too much paper work/extra work generated by Computer Services this year	21
- Lack of mobility/few promotional opportunities/too many years in the same job/would like to change	19
- Insecurity of yearly contract/lack of benefits	10
- Not happy with supervisor/principal/administration of school/department poorly organized/too much organizational change/too many moves	10
- Not job I would choose to do/not my field of work/miss teaching/training and talents wasted	7
- Would prefer closer contact with students/feel need for peer support group which is not available because job is unique	4
- Lack of clear definition of job duties	2
- Difficulty in communicating with other departments	2
- Job disappeared as consequence of declining enrolment/don't feel very useful	1
- Discipline problems with new students in junior high schools	1

Typical of the comments made by those who expressed dissatisfaction are the following:

"Not satisfied with classification. Pay not commensurate with training, responsibility and amount of work being done."

"Am classified by the Board as a 'Secretary' when many of functions include counselling, selling, p.r., etc, ... However, as long as my boss warrants only a certain category of secretary this is where I will stay unless he gets a promotion to a higher category"

"Abilities are not being used."

Responses to the question of whether there has been any change in job duties are contained in Table 10.

TABLE 10

Question 34. Have your duties since you started your present position:

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Increased a great deal	55	34	41	43
Increased somewhat	30	38	31	33
Remained about the same	9	19	22	17
Decreased somewhat	2	2	4	3
Decreased a great deal	4	6	-	3
No Response	-	1	2	1

Seventy-six percent of all respondents reported an increase in duties since assuming their present position; 43% indicated that their workload has increased a great deal. Secretaries/School Administrative Assistants report the greatest increase in workload. Fifty-five percent of them said that their duties have increased a great deal.

Respondents were also queried about the accuracy of the description of their job duties. Their responses are recorded in Table 11.

TABLE 11

Question 35. (a) Were the job duties, as described to you before you obtained your present position, similar to the duties you performed when you started the job?

(b) If no, did this cause you to feel personal dissatisfaction?

(c) If your answer to (b) is yes, please explain why.

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Job description was accurate	79	71	77	75
Job description was not accurate	19	25	18	21
No Response	2	4	5	4
Was dissatisfied because job description was not accurate	8	10	3	8

Although many respondents indicated that their duties have increased, the majority (75%) believe that they received an accurate description of the duties they would have to perform before they were hired. Twenty-one percent felt there were discrepancies between the description of duties before employment and the reality, but only 8% indicated they were unhappy about it. The reasons given by those who were dissatisfied because their job descriptions were not accurate are listed below.

Reasons for Dissatisfaction because Job Description was Not Accurate

	No.
- Much heavier workload/responsibility than described/workload has greatly increased over the years/more bookkeeping and computer work than anticipated/required to do work of professional organization to which supervisor belonged	13
- Job duties never clearly defined before or after starting work/job description inaccurate/not assigned specific job/led to believe there would be more responsibility/thought I would be doing a specific job which did not materialize/much of previous experience wasted/felt as if I'd been demoted	10
- Pay not related to workload/position should be re-evaluated	7
- Description of duties accurate but training process was not/felt inadequate because I didn't know what I was doing/not able to assess beforehand what full impact of stress would be in need for total commitment to school and community	3
- Assigned extra duties by Department Head, not supervisor/supervisor usurps most of my job	2
- Felt railroaded into doing work that I was incapable of handling and am underpaid to do	1

MOBILITY IN SYSTEM AND OPPORTUNITIES FOR ADVANCEMENT

Nine of the questions related to mobility within the system and to perceptions of the possibility for advancement.

Responses to the question of the number of positions held within the North York system are listed in Table 12.

TABLE 12

Question 11. How many positions (including lateral transfers within the same classification) have you held within the North York system?

Number	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
1	21	4	50	23
2	33	38	21	32
3	24	28	14	23
4	9	21	6	13
5 +	8	5	1	5
No Response	5	4	8	4

Seventy-three percent of all respondents have held at least two or more positions; 23% have held three; 13% have held four and 5% have had five or more different positions. The least mobility has occurred among Other Staff and this may possibly be explained by the nature of their jobs which offers relatively little opportunity for movement in North York (psychoeducational consultants, matrons, teacher's aides, library assistants and other paraprofessionals, and the handful of professional women in non-teaching administrative and supervisory positions).

Asked whether they feel there are any promotion opportunities for them in North York, respondents gave the answers reported in Table 13.

TABLE 13

Question 28. Do you feel there are any promotion opportunities for you within the North York system?

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Promotion opportunities available	50	68	25	50
Promotion opportunities not available	42	24	62	41
No Response	8	8	13	9

Fifty percent of all respondents said they believe there are promotional opportunities available for them in North York; 41% think there aren't any and 9% did not reply. A much smaller percentage of Other Staff believe promotional opportunities are available for them and the probable reasons for this were noted earlier.

Questions were also asked as to whether respondents believe there are promotional opportunities for them in either Schedule I or Schedule II. Responses are reported in Tables 14 and 15.

TABLE 14

Question 21. How many of the Schedule I (covers clerks, Gr. 1-7, A.V. technicians, teacher's aides, maintenance, transportation and all trades) promotional opportunities that you knew of within the North York Board did you feel qualified to fill?

Number of Promotional Opportunities in Schedule I Qualified to Fill	Position			Total Respondents N=342* %
	Secretary/ School Administrative Assistant N=116* %	Clerk Gr. 1-4 N=162* %	Other Staff N=64* %	
Many	62	49	28	49
Few	34	49	58	46
None	4	2	14	5

*Based on the number of respondents who replied to this question.

Thirty percent of all respondents either did not reply to this question or indicated that it was not applicable to them.

Of those who replied: 49% said there were many promotional opportunities for them in Schedule I; 46% said there were few; and 5% believe there were none that they were qualified to fill.

Question 22. How many of the Schedule II (mainly supervisory and middle management positions) promotional opportunities that you knew of within the North York Board did you feel qualified to fill?

Table 15

Number of Promotional Opportunities in Schedule II Qualified to Fill	Position			Total Respondents N=222* %
	Secretary/ School Administrative Assistant N=96* %	Clerk Gr. 1-4 N=81* %	Other Staff N=45* %	
Many	14	6	11	10
Few	58	35	53	49
None	28	59	36	41

*Based on the number of respondents who replied to this question.

Fifty-five percent of all respondents either did not reply or indicated that this question was not applicable to them.

Of those who did respond: 10% said there were many promotional opportunities in Schedule II; 49% said there were few; and 41% feel there were none.

Respondents were queried about whether they had ever applied for other positions and whether these have been positions with increased responsibilities. Their responses are recorded in Table 16.

TABLE 16

Question 16. (a) Have you every applied for any other positions within the North York Board?

(b) If yes, have any of these been positions with increased responsibilities?

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Applied for other positions	53	52	21	43
Applied for positions with increased responsibility	42	48	20	38

Forty-three percent of all respondents have applied for other positions; 38% have applied for positions with increased responsibilities. Slightly over half of the Secretary/School Administrative Assistants and Clerks have applied for other positions, with 42-48% having applied for positions with increased responsibilities. Among Other Staff, only one-fifth have applied for any other position or for positions with greater responsibility.

Question 17. If you have not applied for any positions with increased responsibilities, what were your reasons?

The reasons given for not applying for positions with increased responsibilities were, in descending order of frequency:

	No.
- Satisfied with present job	203
- Home responsibilities	64
- Not qualified	50

- None suitable/available/not aware of any/openings/ job is dead end 34
- Lack of personal confidence 24
- Attitude of spouse 14
- New in present job/still lots to learn 14
- Present job close to home 6
- Nearing retirement 4
- No opportunity for advancement in part-time positions 4
- Already upgraded 3
- Most positions of responsibility filled before they are posted 3
- Poor health 2
- Principal made it clear that if I applied for another job I would be released by him 1

Responses to the question of whether job vacancies are posted where they can be seen are reported in Table 17.

TABLE 17

Question 20. Are job vacancies posted where you can readily see them?

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Yes	97	92	69	87
No	1	6	23	9
No Response	2	2	8	4

Ninety-seven percent of Secretary/School Administrative Assistant, 92% of Clerks and 69% of Other Staff report that they have ready access to notices of job vacancies. Twenty-three percent of Other Staff indicated that they do not see these notices.

The ways in which respondents state they would be willing to prepare themselves for advancement are listed in Table 18.

TABLE 18

Question 25. To put yourself in a better position in applying for a more responsible job when any such job opens up for competition, would you: (Check as many as are applicable.)

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Take further training to develop a variety of skills	69	74	55	67
Accept a system which would require that you transfer to different departments, etc.	50	55	51	52
Demonstrate willingness to spend additional hours at work	53	53	44	50
Other	3	2	1	2

In order to prepare themselves for more responsible positions, 67% of all respondents would take further training to develop a variety of skills, 52% would accept a system which would require transfer to various departments, 50% are willing to work overtime. Two percent of respondents listed several other things they are already doing or would be willing to do, including attending university, a College of Applied Arts and Technology, or workshops for career development, leadership training, resumé writing, managerial decision making and skill improvement.

Several respondents indicated that they were not interested in preparing for advancement and gave the following reasons saying that they are too close to retirement or too old; they already have qualifications and experience for promotion; they are not interested in better position but would like job security; or that there is no place to move to.

The responses to questions about any further training or academic courses taken since coming to North York are recorded in Table 19.

TABLE 19

Question 26. (a) Have you taken any further training or academic courses since you first came to the North York Board?

(b) Did you take such training or courses with a view to using them for advancement?

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Took further training or courses	59	39	44	47
Took training or courses with view to advancement	32	27	30	30

Forty-seven percent of all respondents have taken some kind of further training or courses. Thirty percent of them have done so with a view to advancement. A fairly substantial percentage (59%) of Secretaries/School Administrative Assistants have been involved in further study with 32% of them indicating that this was done with advancement in mind.

INTERVIEW PROCEDURE

Two questions were asked about the interview procedure.

Table 20 contains the responses to the question of whether respondents were generally granted interviews when they applied for jobs.

TABLE 20

Question 18. In general, if you have applied for other positions were you granted an interview?

	Position			
	Secretary/ School Administrative Assistant N=85* %	Clerk Gr. 1-4 N=99* %	Other Staff N=30* %	Total Respondents N=214* %
Granted Interview	88	79	77	82
Not Granted Interview	12	16	24	16
No Response	-	5	-	2

* Based on the number of respondents who have applied for other positions in North York.

Of the 214 respondents who reported that they have applied for other positions, 82% said they were generally granted interviews, 16% said that they were not granted interviews and 2% did not respond to this question.

Respondents' perception of whether interviews were generally satisfactory are reported in Table 21.

TABLE 21

Question 19. (a) When an interview was granted were you satisfied with it? If no, why not?

(b) When an interview was granted was there any feedback?

(c) If no, would you have liked some?

	Position			
	Secretary/ School Administrative Assistant N=75* %	Clerk Gr. 1-4 N=78* %	Other Staff N=23* %	Total Respondents N=176* %
a) Satisfied with interviews				
Yes	87	78	87	83
No	13	22	13	17

	Position			
	Secretary/ School Administrative Assistant N=75* %	Clerk Gr. 1-4 N=78* %	Other Staff N=23* %	Total Respondents N=176* %
b) Was there feedback				
Yes	60	51	52	55
No	40	49	48	45

* Based on the number of respondents who were granted interviews.

	Position			
	Secretary/ School Administrative Assistant N=30* %	Clerk Gr. 1-4 N=38* %	Other Staff N=11* %	Total Respondents N=79* %
c) If no feedback would you have liked some				
Yes	93	95	82	92
No	7	5	18	8

* Based on the number of respondents who were not given feedback.

Eighty-three percent of respondents who were granted interviews felt that the interviews were satisfactory; 17% said that they were not satisfactory.

Among those who were interviewed, 55% received feedback. Ninety-two percent of those who did not receive feedback said they would have liked some.

The following comments were made by respondents regarding the interviews they experienced.

Interview Granted but not Satisfied with it

	No.
- Position filled/interview only a formality/mechanical/waste of time applying/interviewer just seemed to be going through the motions	27
- Interviewer asked stupid questions/didn't know what questions to ask/didn't discuss job adequately/asked questions related only to his own office procedures/testing done in sloppy manner/interviewed by three people for very minor position	6
- No feedback/would like to know why I was hired/not hired/ would have liked reaction to my participation in the interview/given feeling of being a nuisance	3

	No.
- Qualifications not considered/they wanted someone who was married and would stay longer/hiring based on personality	2
- Disappointed in my performance/did not speak well for myself/was not adequately prepared for the interview/did not ask the right questions	2

Interview Granted but Received no Feedback

- Would like to know why I didn't get the job/what I was lacking	2
- One interviewer did not tell me I had been chosen for the job.	1

Interview Granted and Received Feedback

- Got it only because I requested it	1

ENCOURAGEMENT

Five questions addressed the issues of whether non teacher-certificated female personnel receive recognition for the work they do and/or encouragement to apply for advancement.

Responses to the question of how often supervisors let respondents know how well they do their work are summarized in Table 22.

TABLE 22

Question 30. Does your supervisor let you know how well you are doing your job?

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Frequently	40	32	38	36
Occasionally	42	49	40	44
Never	14	16	14	15
No Response	4	3	8	5

There is relatively little difference in responses from the three groups. A total of 36% reported frequent recognition of the quality of their work on the part of supervisors; 44% said they get occasional recognition; 15% said they never get any and 5% did not respond.

Table 23 contains a summary of responses to the question of whether respondents have ever been told how well they are doing their jobs by their co-workers.

TABLE 23

Question 31. Have you ever been told how well you are doing your job by your co-workers?

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Yes	80	79	72	77
No	16	17	9	14
No Response	4	4	19	9

Most respondents felt that they get recognition from their co-workers. Seventy-seven percent reported that their co-workers let them know that they are doing a good job, 14% said that they do not; and 9% did not respond.

Asked whether they had ever been encouraged to apply for advancement and if so by whom, respondents gave the responses reported in Table 24 below.

TABLE 24

Question 23. (a) Have you ever been encouraged to apply for advancement?

(b) If yes, by whom?

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
(a) Encouragement to Apply For Advancement				
Encouraged to Apply for Advancement	48	47	27	42
Not encouraged to Apply for Advancement	47	48	60	51
No Response	5	5	13	7
(b) Source of Encouragement				
Immediate Supervisor	32	25	15	24
Colleagues	30	30	17	26
Family	13	20	10	15
Friends	16	20	10	16
Other	4	4	3	4

Forty-eight percent of Secretaries/School Administrative Assistants, 47% of Clerks and 27% of Other Staff have received encouragement to apply for advancement.

Where encouragement has been forthcoming it has been provided primarily by colleagues (26%) and immediate supervisors (24%).

A further question was asked to determine whether anyone had actively been discouraged from applying for advancement. Data collected on this question are recorded in Table 25.

TABLE 25

Question 24. Do you feel you have been discouraged from applying for advancement?

If yes, please elaborate.

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Yes	9	10	11	10
No	83	79	73	78
No Response	8	11	16	12

Ten percent of all respondents felt that they had been discouraged from applying for advancement.

Asked to elaborate on why they feel they have been discouraged from applying for advancement, respondents gave the following explanations:

Reasons for Discouragement	No.
- Position filled before posted	9

	No.
- By immediate supervisor/not discouraged but not encouraged either/just ignored/feeling of 'put down' - academic vs. non-academic	7
- Discouraging to apply for several positions and not get anywhere/unfair promotional system - not based on seniority or skills/upward movement impossible because of seniority requirement/non-union employees barred from union positions	6
- If you're doing a good job they don't want to lose you/pressure to stay on part of supervisor, other staff/job notices addressed to me intercepted by supervisor/feel sense of loyalty to immediate supervisor	6
- No position available in my field (psychoeducational consultant, teacher's aide)	4
- Lack of paper qualifications/no recognition for university credits/little opportunity to use training and education/no courses or training provided	4
- Do not see new job vacancies/lack of communication within Board and school	2
- Job seen as satisfying career by friends,family, supervisor	2
- Too old/age is barrier despite qualifications	2

Responses to the question of whether respondents' supervisors have shown an interest in their career development are reported in Table 26.

TABLE 26

Question 32. Has your supervisor shown an interest in your career development?

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Yes	33	37	38	36
No	59	52	34	49
No Response/Not Applicable	8	11	18	15

An almost equal percentage of each group stated that their supervisors have shown an interest in their career development, with a total of 36% of all respondents reporting that this is so.

Two respondents offered a comment in response to this question:

"My superior has managed to have me raised one grade and obtained responsibility pay for me which is probably the limit of what he can do within the scope and politics of the Board under Schedule I. However, I do not feel that enough consideration is given to females moving into Schedule II."

"The Principal's Association (Office Management Committee) a few years ago decided that in lieu of accepting the reality of the actual assumption of responsibility by elementary secretaries they would not list the items of the secretaries role but rather proceeded to remove the written description of the secretaries' responsibilities thus leaving the performance without the credit or pay raise or reclassification to V."

JOB PERFORMANCE AND REVIEW

Respondents were also asked if their job performance has been formally evaluated by their supervisor.

TABLE 27

Question 33. Has your job performance ever been formally evaluated by your supervisor?

A. If yes,
   (a) Was it done verbally, in writing, both?
   (b) Were you given an opportunity to discuss your evaluation?
   (c) If you were not given an opportunity to discuss your evaluation would you have liked to?

B. If no,
   (a) Would you like to have a formal evaluation of your job performance?

TABLE 27(a)

Evaluation of Job Performance	Position			Total Respondents N=492 %
	Secretary/ School Administrative N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	
Job performance evaluated	16	20	41	25
Job performance not evaluated	80	74	53	70
No Response	4	6	6	5

The greatest percentage of respondents (70%) said that their job performance had not been formally evaluated by their supervisors. There is relatively little difference between the Secretary/School Administrative Assistant and the Clerical groups - 16% and 20% respectively, whereas 41% of the Other Staff have had some kind of formal evaluation.

TABLE 27(b)

Method of Evaluation	Position			Total Respondents N=121* %
	Secretary/ School Administrative Assistant N=25* %	Clerk Gr. 1-4 N=38* %	Other Staff N=58* %	
Verbally	40	92	34	54
In writing	-	3	19	10
Both verbally and in writing	60	5	47	36

Of those who have had formal supervisory evaluation of their job performance, 54% report that it was done verbally, 10% in writing and 36% state that it was done both verbally and in writing. Here, too, there is some similarity in percentages for two of the groups. In this case, the Secretary/School Administrative Assistants and Other Staff report 40% and 34% respectively for verbal evaluation, and 60% and 47% respectively of a combined verbal and written process. The Clerical group on the other hand, indicated that 92% of its evaluations were conducted verbally.

TABLE 27(c)

Given Opportunity to Discuss Evaluation	Position			Total Respondents N=121* %
	Secretary/ School Administrative Assistant N=25* %	Clerk Gr. 1-4 N=38* %	Other Staff N=58* %	
Yes	84	76	81	80
No	16	24	19	20

* Number based on total of those who had a formal performance evaluation.

A total of 80% of all respondents who have had a formal evaluation were given an opportunity to discuss it.

Twenty-four respondents reported that they were not given an opportunity to discuss their evaluations. Sixteen of them indicated that they would have liked such an opportunity (this represents 13% of all respondents who were formally evaluated).

TABLE 27(d)

If you have not had a formal evaluation would you like one?	Position			Total Respondents N=344* %
	Secretary/ School Administrative Assistant N=127* %	Clerk Gr. 1-4 N=142* %	Other Staff N=75* %	
Yes	71	75	65	71
No	23	20	24	22
No Response	6	5	11	7

* Number is based on those who have not had a formal performance evaluation

Among those who have never undergone a formal job performance evaluation by their supervisor, 71% expressed a desire to have such an evaluation and 22% would prefer not to have one.

The following comments were made by two of the people whose job performance has been formally evaluated but who were not given an opportunity to discuss their evaluations:

"I was interviewed as to what my duties were and from the interview I presume an evaluation was made which resulted in responsibility pay. I presume the evaluation showed that I do have and accept responsibilities but I was not advised either verbally or in writing."

"There are many things I'd like to discuss but no one has the time."

A number of respondents who have not had any formal evaluation of their job performance made some comment about why they would or would not prefer to have one.

	No.
- Performance review can be very constructive and morale boosting/opportunity for employee to express his/her concerns/would like to know how well I'm performing/useful to know good and bad points/would give perspective on capabilities for promotion/N.Y. Elementary Secretaries' Association has requested this	11
- Vital to have written evaluation in personnel file/should be done on a regular basis and used for promotion purposes/Schedule I person could work conscientiously and diligently for 20 years and have nothing but the original application form in the personnel file/Board has let us down in not providing performance review/would like recognition in both salary and status for job well done/self evaluation worthless	8

	No.
- Not necessary/immaterial if work is satisfactory/supervisor and I know how well job is done/informal verbal evaluation adequate preferred/should be done only for promotional purposes	6
- Provided the evaluator knows what the position entails/depends on how done/supervisor doesn't know enough about job	3
- Would like to have a job description/would help people understand how much work I carry/principal does not know what our full function is	2
- Degrading to receive increments by cheque without my principal's input or knowledge	1

Asked whether there is an adequate job review and reclassification process available, respondents gave the responses detailed in Table 28.

TABLE 28

Question 29. Do you feel there is an adequate avenue of approach for job review and reclassification?

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Yes	14	13	16	14
No	51	44	24	41
Don't know	26	38	53	38
No Response	9	5	7	7

Forty-one percent of all respondents believe that there isn't any adequate avenue of approach for job review and reclassification, 14% think there is and 38% indicated that they don't know whether such a process is available.

A number of comments were made by respondents who said there is no adequate process available for job review and reclassification.

- HOPELESS FACT! Principals refused reclassification for their secretaries to V after discussing it with Finance Department, circa 1975
- When my colleagues and I broached the idea of being reclassified, we were flatly turned down and reminded that we are 'only' clerks by the Superintendent
- Not available for half-time people
- No grading system available for teacher's aides
- Requested a review but was told it could only be done after Level II had been completed - 2-3 years away
- Think this is due to the Union

PROFESSIONAL DEVELOPMENT

Respondents were asked to indicate what professional development activities they would like. Their responses are recorded in Table 29.

TABLE 29

Question 27. Are you interested in professional development activities in any of the following areas?

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Personal growth	68	58	42	57
Leadership training	52	42	39	44
How to survive an interview	25	27	21	24
Resumé writing	16	18	18	18
Other	8	8	11	9

Personal growth was the most popular choice (57%) among respondents; 44% are interested in Leadership Training; 24% in How to Survive an Interview; and 18% in Resumé Writing. Nine percent suggested a number of other professional development activities and these are listed below:

Career growth and counselling courses:

- Skill, refresher and information courses related jobs
- For Teacher's Aides - basic training programs/teaching reading skills/special education/kindergarten/creativity in the classroom/motor co-ordination/visual/motivation
- Library techniques
- P.D. program in conjunction with local C.A.A.T.'s for secretaries, with monetary recognition for courses taken (e.g. after 5 credits)
- Shorthand
- How to become a recording secretary
- How to handle crisis situations
- Seminars on dealing with parents in needy areas/single parents/abused children/special needs children/multiculturalism
- Information on Computer Services
- The why and wherefore of Board meetings, memos and reports
- Exchange of information and liaison among schools and between schools and administration/communication
- Maintenance procedures
- Accounting procedures

Money management for women

Coping with stress

How to conduct a meeting

Assertiveness training

Human relationship seminars

Retirement planning

Public speaking

DISCRIMINATION

One question probed respondents' perceptions of discrimination based on sex or personal factors such as appearance or age.

TABLE 30

Question 36. Do you feel that you have ever been discriminated against within the Board because:

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
a) of your sex by not being given promotional opportunities	8	2	4	6
b) of your sex by not receiving equal pay, etc.	14	9	6	10
c) of personal factors such as appearance or age	8	9	1	7
Other	14	4	9	11

Though a number of discriminatory factors are cited by respondents, only a small percentage of women indicated that any one of these applied to them. The lack of equal pay is mentioned most frequently by respondents. Fourteen percent of the Secretary/School Administrative Assistant group, 9% of the Clerical group and 6% of Other Staff feel they have been discriminated against in terms of equal pay because they are women.

Discrimination based on personal factors such as appearance or age is cited by 9% of Clerks and 8% of Secretaries/School Administrative Assistants.

Eight percent of Secretaries/School Administrative Assistants, 4% of Other Staff and 2% of Clerks felt they had been denied promotional opportunities because they are women.

A number of respondents gave voice to their feelings on the subject of discrimination within the Board, listing as evidence both their own experience and their observations.

	No.
- Women are discriminated against generally/do not get the advancement men do/lack of opportunity and positions available to non-academic staff/males would not do the work of a secretary at the school level/if men were School Administrative Assistants salary scale would be higher/applied for job as ..... - designated for men only	8
- Office salaries based on fixed schedule, not merit/ elementary secretaries' salaries not commensurate with duties and not equal to junior high and secondary levels/reclassification refused by administration and Principals' Association/review and reclassification needed for all female employees	7
- Seniority not always recognized/demoted when another secretary was parachuted into my job when her supervisor was given promotion/too much favoritism in office/non-union employees do not have seniority to apply for union positions	6
- No financial recognition for previous experience/no recognition for degree in non-teaching positions/ because of lack of teaching certificate/teacher certification should not be necessary for all jobs for which it is now required	6
- Teacher's Aides are considered to be very low on the totem pole/regarded as second class citizens/wages are low/no promotion possible/perform duties equal to teacher, particularly in special education, but receive no recognition for training, experience, effort	5
- Not granted interview or feedback from interview/ application not acknowledged	5

	No.
- Lack of programming for non-teaching staff on P.D. days/ leave of absence not granted when spouse on exchange program/no COLA given to secretaries/benefits not available for half-time employees	4
- Never discriminated against because of sex but definitely because of position in the system/classified as 'just secretaries' by academics/felt resentment at speaking out for rights	3
- Job openings not posted/sometimes 'forgotten' because I'm located in different office	2
- Religious leave deducted from sick leave/because of English accent	1
- Because of my sex in interpersonal dealings with men in 'higher' positions	1
- Insecurity of non-permanent contract/subject to annual review/may lose job despite qualifications and experience if other departments needs deemed greater	1

On the subject of equal pay one respondent commented as follows:

> "How does one judge this question? Are there male secretaries? There are males in management positions who receive more salary. Women do not want a title, such as Administrative Assistant, but recognition of managerial skills with the authority and pay increase that accompanies management, e.g. organizational skills, liaison abilities."

SEXUAL HARASSMENT

There were three questions devoted to the problem of sexual harassment.

Table 31 reflects responses to the question of whether respondents feel they understand the definition of sexual harassment on the job.

TABLE 31

Question 37. Do you feel you understand the general definition of sexual harassment on the job?

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Yes	94	92	93	93
No	4	7	2	5
No Response	2	1	5	2

Ninety-three percent of all respondents said they understand what is meant by sexual harassment on the job. Only 5% indicated that they do not.

Table 32 contains respondents' reaction to the question of whether they had ever been subjected to sexual harassment on the job.

TABLE 32

Question 38. Do you feel you have ever been subjected to sexual harassment on the job?

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Yes	6	7	6	7
No	91	91	91	91
No Response	3	2	3	2

Ninety-one percent of respondents indicated that they have never been subjected to sexual harassment on the job; 7% said they had.

One person, who did not respond to this question, made the following comment:

> "My co-workers say I have been - I am unsure of what the term means!!"

The last question in this group asked whether people are interested in learning more about sexual harassment. Responses to this are reported in Table 33.

TABLE 33

Question 39. Are you interested in learning more about the topic of sexual harassment?

	Position			
	Secretary/ School Administrative Assistant N=159 %	Clerk Gr. 1-4 N=192 %	Other Staff N=141 %	Total Respondents N=492 %
Yes	23	36	18	27
No	70	58	75	67
No Response	7	6	5	6

Twenty-seven percent of all respondents expressed interest in learning more about the topic of sexual harassment; 67% said they are not interested in learning anything more.

ADDITIONAL COMMENTS

Twelve percent of respondents contributed some additional comment. Most of them elaborated on their concerns about the issues dealt with in the questionnaire. There were also a number of general statements and several which related to the survey itself. Respondents' comments are reported below. All of these have been shared with the Committee but for purposes of this report some have been slightly edited because of their length.

On the Subject of Discrimination

- Took job as a Grade 4 but still a Grade 3 (2 1/2 years later). Am kept being put off because of my age.

Job Reclassification and Review

- Need rationalization of job classifications. The same job may be done by a Grade 3 in one school and a Grade 4 in another.

- Public school secretaries should be reclassified as the responsibilities and workload compare with that of secondary head secretary/this is form of discrimination.

- Complete job description should be provided for all grades.

- Grades should be allotted to schools on basis of need, not according to a master plan, to ensure fair pay for responsibilities carried.

Performance Review

- I feel job evaluations are very important. The fact the Board does little in recognizing those attempting to upgrade themselves is sometimes very discouraging. I must say this is the only complaint I have with my employer!

- It would be nice to know, in writing, that one's efforts are appreciated (meaning formal evaluation).

Promotion Possibilities and Personnel Practices

- Would like to discuss with someone at the Board what advancement/career opportunities are available in order to facilitate choice of courses.

- The only promotional opportunities open are really the same job but in different departments or levels of school, i.e. with Assistant Superintendent, junior high or secondary school. These are a grade higher but basically the same job.

- Job descriptions should be more specific when jobs advertised, e.g. specify duties such as budget, attendance, guidance, etc.

- Please inform teacher's aides of opportunities for advancement within the Board. If there are none, are we discriminated against?

- When I was originally interviewed for my position I do not feel there was enough communication re fringe benefits, salary increases, etc. I was not issued with a copy of the union agreement which I feel I should have been especially as I pay union dues.

- Don't think jobs should be advertised if they are already filled.

- I feel the persons who select applicants for interview do not really comprehend fully the tasks and responsibilities and knowledge that the applicant has gained and performs in her present position.

- It is difficult to foresee any opportunities in the non-teaching field for anyone with a university degree. Although I am earning my degree with the hope of improving myself academically and experience wise, I cannot see this happening at the Board. Most positions available in Schedule II are often filled by teacher qualified staff, e.g. attendance counsellors, Heritage Language Supervisor.

- If one applies for a job one should be given an interview if qualifications high enough.

- Positions should not be filled internally if there is someone better qualified elsewhere in system.

- I believe that the Personnel Department should be responsible for the "professional welfare" of employees. When an employee fails to obtain a new position after a given number of applications (let us say, five), it should be the responsibility of the Personnel Department to meet with that person and assess the reasons for failure. Perhaps the applicant should take a refresher typing course or become more familiar with record keeping systems. If the applicant was made aware of what opportunities are available for upgrading, something fruitful could come of it. ...It must be a very rejecting experience for these people to be turned down time and time again. If some action were taken in this regard, I think it would be tremendous for overall staff morale.

Recognition and Encouragement

- I would like to see my boss, or his boss, compliment me on my job or what I'm doing. Even if it's only a "pep talk" at least it gives some satisfaction that they do care a touch about how you feel towards the job.

- I think when an employee of the Board shows a genuine interest in 'moving on' to more challenging positions the Board should make an effort to at least acknowledge that interest even if they don't have anything to offer at that time. I have spent a lot of time on the phone to people at the Board. I almost always talk to the same people and yet they never remember who I am or what I want.

- I have enjoyed working with the N.Y. Board for 15 years but attitude of manager with regard to respect and appreciation makes one completely disillusioned. I think some managers should be checked out as to their capabilities in handling employees.

- I wish there was a system of upgrading yourself as a teacher's aide. There is no such system therefore you feel stagnated so you leave a job you truly enjoy (if you're young). Too bad this position is not regarded as important as it is.

Salaries, Job Security, Fringe Benefits

- As a half-time secretary in a public school I feel very insecure about my present position. This has definitely reduced my incentive and my enthusiasm for the job.
- Worried about job because of declining enrolment.
- In very active schools think staff with equal workload should be paid equally as Clerk 4 (abolishing the 3-4 classifications).
- Lack of benefits, pension for permanent half-time employees.
- I feel some of us are underpaid.
- Pleased to see this survey being taken. I feel that secretaries with the N.Y. Board are underpaid, especially in terms of the longer you have worked, e.g. there is not a great deal of difference in salary between someone who has worked in a position as a Grade 4 Clerk for 4 years or 8 years.
- I have been hired under the Units of Staff Strength program, on a year-to-year basis. Since four years have gone by and I have no job security, is there no way that I can be given security and hired permanently? I could then make definite plans (i.e. take courses, become active politically) for my future with the Board, knowing that they weren't in vain.
- Previous secretarial experience is not recognized.
- I believe working as an aide in multiple handicapped classes is very similar to what a teacher does but with a much lower income.
- It should be obvious that my degree makes me more valuable in working with students. Certainly the teacher-librarians I've worked with feel the students benefit from my education and my extensive reading. In spite of this, I'm paid exactly the same as a technician with Grade 12.

Professional Development

- I hope this survey will lead to staff development workshops for clerks at all levels.
- I feel strongly more workshops are needed in our own system at times that don't require absence for too long from our work, e.g. a little earlier release time into early dinner hour.
- I think there should be basic training programs for teacher's aides in areas such as kindergarten, special education, creativity, language, motor skills, etc.

- Teacher's aides would appreciate P.A. day courses or evening courses to expand our knowledge.

- Please remember I am very new to the job and the school having only been here since September 11th. It was not necessary for me to have any particular teaching experience to get the job and this would appear to be a rather unique situation since I am working with a group of children who are considered to be uneducable. Any additional training I took would be in the area of teaching them to survive in this world.

Re: Survey

- Thank you for this Affirmative Action Survey - I feel like a somebody!!

- This survey is appreciated. It is good to know our opinions count.

- I think this is a much needed survey!

- I very much appreciate the fact that someone seems to care about women in my position. As someone who overlooked career-oriented goals earlier in life in order to concentrate on family responsibilities, I find myself now in a somewhat frustrating position of wanting a more responsible position but being hindered by a lack of formal education. As a sole-support mother of two teenagers, I must continue to work full time while taking university courses at night. The mere fact that this questionnaire was produced is, I believe, a positive and encouraging step.

- I would be interested in hearing the results of this survey. The rug-ranking personnel practices and the chauvinistic management attitudes of this Board preclude any foreseeable improvements. Some employees have been fortunate, depending on their superior, to have had better jobs created for them and have climbed out of the mass to some extent. Some superiors, of course, carry more clout than others and are interested in trying to help.

- I am really glad someone has finally taken the step to find out what our needs are. This Board has gone too long under the old regime. Many secretaries, clerks, etc., are doing far more than their original job called for. They are accepting more responsibility, enriching their skills to help themselves in their present job, but our Board still 'classifies' and thus provides no incentive for many because where can one go. There is really no place to go in this organization. Many are told they should leave if they are not satisfied with the pay and their jobs. I plan to continue to work for the Board of Education for North York. Maybe I am lucky. I have found the job that satisfies. Good luck with your survey and let's hear it for "Affirmative Action".

- Please provide each school office with a copy of the results of this survey.

- The questions regarding sexual harassment are rather biased, stereotypical and categorical. If you want VALID information, design VALID questions.

- Questionnaire biased.

- Many of these questions do not relate to my particular case. There are many other questions I would like answered.

General

- Will this aid in a better system of clerical positions?

- There should be some system of communication between Board and schools in the area of exchanging knowledge and know-how-why things are done a certain way and the end results of the input. An exchange of staff between Board office and schools so each knows from first hand experience the problems of each and can possibly offer help and encouragement.

- I feel my own inhibitions prevent me from expanding plus the put down from my co-workers.

- I sometimes wonder if Affirmative Action can really help the non-teaching clerical workers when no men are in this job to compare classification, etc. ... there really is no chance for upward mobility in this field within the North York Board.

- This form hardly applies to P.S. secretaries. We do not have an immediate supervisor who is in a position to do anything if we are doing a terrific job. We are locked into a category and no one bothers to find out how much responsibility we have or how well we do our jobs.

- I am glad that we do not put our names on these forms because I would not feel comfortable "blowing my own trumpet" as I have, but where I may be unsure of myself in other segments of my life I know that I have a more thorough knowledge of my department than any other female with the Board (and than some of the men). I would not be able to put in 35 hours a week at a job that didn't interest me enough to want to put in more than the required hours. The problems, queries and jobs that come up are consistently different, keeping one on ones toes at all times. The opportunity to learn and do more and move into a position other than stereotype would make my job perfect. I would be interested to know the percentage of non-academic staff that is female and the percentage that is male and the percentage of Schedule II (non-academic) staff that is female and ditto male..... I know of one department where when the Grade V Clerk is away her Schedule II boss has to ask you to phone back when she returns because he cannot answer your questions. I believe the Board has not even made a nick in the surface of the inequality problem.

- If it is true that administrative assistants automatically receive the same increases we settle for, it seems unfair as they will never be threatened by a strike vote. As they are non-union shouldn't they negotiate separately? They seem to benefit with none of the drawbacks (except for the threat of increased work in the event of a strike but at least they will always be able to work and not lose their pay).

In the workplace the master/servant/slave attitude is the one prevalent between academics and non-academics... low morale is the result of the fact that high earning, responsibility charged males, in reality, are expecting and demanding the low-earning task-oriented females to accomplish the tasks which should be shared. This has been demonstrated by the female secretary having to teach the male boss his job upon his appointment.

Thank you for allowing me to express the self-evident truth, without the need for a cover-up.

I was taught by a management course that the manager has a dual responsibility role - up and down - the imbalance is when the concept of responsibility is all up.

"Affirmative Action" has yet to mature!

One example of inequalities: incentives for early retirement were given only to highly paid master, not offered to low paid slaves.

SUMMARY OF RESULTS

1. 800 questionnaires were distributed and 492 returned (62%).

2. 32% of respondents are Secretaries or School Administrative Assistants; 39% are Clerks, Grades 1-4; 29% are Other Staff.

3. 28% of respondents work in elementary schools; 21% in junior highs; 22% in Secondary Schools; 15% are based at 5050; and 14% work in the regional centres and annexes.

4. The majority of women are over 40 (70%).

5. 73% of all respondents are married. The 27% who are single include those who are divorced or separated.

6. 47% of respondents have an educational level of between Grade 10 and 12; 16% are graduates of Grade 13; 8% have diplomas from Colleges of Applied Arts and Technology; 9% are university graduates; and another 18% have some kind of post-secondary training.

7. 70% of all respondents have worked for the Board for at least six years; 44% have been employed by North York for ten or more years.

8. 23% have been in their present job for ten or more years; 19% have held their present job for 6-10 years.

9 34% of respondents have dependents, 3% have children under the age of 5, and 13% have children between the ages of 5-12. Provision of day care is a problem for 2% of the respondents.

10. 9% view their present position as a means to a short term financial goal.
25% feel it is a training ground for a better classification.
42% said they view it as a long range position.
19% feel it is a career.

11. There is a fairly high level of satisfaction with their present position among respondents. 73% report they are either 'Satisfied' or 'Very Satisfied'. Those who are dissatisfied listed a number of reasons, several of which were also mentioned as qualifying factors by a number of respondents who indicated they were satisfied with the work they do.

12. There appears to be a fair amount of mobility with North York. 73% of respondents have held two or more positions within the Board.

13. 50% of respondents believe there are promotional opportunities in North York.

14. 43% of all respondents said they have applied for other positions; 38% have applied for positions with increased responsibility.

15. 47% of respondents have taken some kind of further training or academic courses since coming to North York; 30% have taken such programs with a view to using them for advancement.

16. Most respondents get at least occasional recognition from their supervisiors.

17. Co-workers are generally supportive in telling respondents how well they are doing their job.

18. There is not a very high level of encouragement given to respondents to apply for advancement. Where it is forthcoming it is provided most often by colleagues and supervisors.

19. 82% of respondents who have applied for other positions were usually granted an interview. 83% of these people were satisfied with their interviews. 55% were given feedback. 92% of those who received no feedback would have liked some.

20. A quarter of all respondents have had a formal job performance evaluation. About three-quarters of those who have not had such an evaluation would like one.

21. Only 14% or respondents believe there is an adequate process for job review and reclassification.

22. A great deal of interest was expressed regarding participation in Professional Development activities.

23. A number of respondents indicated that they had experienced some form of discrimination on the job.

24. Most respondents said that they understood the definition of sexual harassment on the job; 7% said they had been subjected to sexual harassment on the job; and 27% would like to learn more about the topic of sexual harassment.

APPENDIX A

AFFIRMATIVE ACTION SURVEY - NON TEACHER-CERTIFICATED FEMALE STAFF

PLEASE CHECK THE APPROPRIATE BOX TO INDICATE YOUR RESPONSE.

1. Present position with the North York Board:

Secretary/School Admin. Asst.	Clerk (Gr. 1-4)	Matron	Psychoeducational Consultant	Other
☐	☐	☐	☐	☐

2. Where are you located:

Elementary School	Junior High School	Secondary School	5050	Regional Centre/ Annex
☐	☐	☐	☐	☐

3. How long have you worked for the North York Board?

0 - 5 years	6 - 10 years	Over 10 years
☐	☐	☐

4. How long have you been in your present position?

Less than 1 year	1 - 2 years	3 - 5 years	6 - 10 years	Over 10 years
☐	☐	☐	☐	☐

5. What level of education have you completed?

Less than Gr. 10	Gr. 10 - 12	Gr. 13	College of Applied Arts & Technology	University Degree	Other
☐	☐	☐	☐	☐	☐

6. Age:

Under 30	30-39	40-49	50+
☐	☐	☐	☐

7. Marital Status:

Married ☐ Single (including divorced & separated) ☐

8. Do you have any dependents?

YES ☐ NO ☐

IF YOU HAVE NO DEPENDENTS PLEASE SKIP TO QUESTION 11.

9. If you have dependents, how many are:

Under 5 years	5 - 12	13 - 18	Adult
☐	☐	☐	☐

10. If you have dependents do you have any difficulty providing day care for them?

YES ☐ NO ☐ Not Applicable ☐

11. How many positions (including lateral transfers within the same classification) have you held within the North York Board?

1	2	3	4	5 or more
☐	☐	☐	☐	☐

12. Do you think of your present position mainly:

As a means to a short-term financial goal	As a training ground for a better classification	As a long-range position	As a career
☐	☐	☐	☐

Please explain _____

_____

_____

13. How satisfied are you with your present position:

Very satisfied	Satisfied	So-So	Dissatisfied	Very Dissatisfied
☐	☐	☐	☐	☐

14. If you are satisfied with your present position would you please explain why.

_____

_____

_____

15. If you are dissatisfied with your present position would you please explain why.

_____

_____

_____

16.(a) Have you ever applied for any other positions within the North York Board?

YES ☐ NO ☐

(b) If YES, have any of these been positions with increased responsibilities?

YES ☐ NO ☐

17. If you have not applied for any positions with increased responsibilities, what were your reasons? (Check as many as are applicable.)

(a) home responsibilities ☐

(b) attitude of spouse ☐

(c) lack of personal confidence ☐

(d) satisfied with present job ☐

(e) not qualified ☐

(f) Other (please explain) _____

_____

18. In general, if you have applied for other positions were you usually granted an interview?

YES ☐ NO ☐

19.(a) When an interview was granted, were you satisfied with it?

YES ☐ NO ☐

If NO, why not? _____

_____

(b) When an interview was granted was there any feedback?

YES ☐ NO ☐

(c) If NO, would you have liked some?

YES ☐ NO ☐

_____

20. Are job vacancies posted where you can readily see them?

YES ☐ NO ☐

21. How many of the Schedule I (covers Clerks Gr. 1-7, A/V Technicians, Teachers Aides, Maintenance, Transportation and all trades) promotional opportunities that you knew of within the North York Board did you feel qualified to fill?

Not applicable	Many	Few	None
☐	☐	☐	☐

22. How many of the Schedule II (mainly supervisory and middle management positions) promotional opportunities that you knew of within the North York Board did you feel qualified to fill?

Not applicable	Many	Few	None
☐	☐	☐	☐

23.(a) Have you ever been encouraged to apply for advancement?

YES ☐ NO ☐

23.(b) If YES, by whom? (Check as many as apply.)

Immediate Supervisor	Colleagues	Family	Friends
☐	☐	☐	☐

Other ☐ (please specify) _____

_____

24. Do you feel you have been discouraged from applying for advancement?

YES ☐ NO ☐

If YES, please elaborate _____

_____

_____

25. To put yourself in a better position in applying for a more responsible job when any such job opens up for competition, would you: (Check as many as are applicable.)

(a) take further training to develop a variety of skills? ___ ___

(b) accept a system which would require that you transfer to different departments/schools to give you varied experiences? ___ ___

(c) demonstrate your willingness to spend additional hours at work? ___ ___

(d) Other (please elaborate) _____

_____

26.(a) Have you taken any further training or academic courses since you first came to the North York Board?

YES ☐ NO ☐

(b) Did you take such training or courses with a view to using them for advancement?

YES ☐ NO ☐

27. Are you interested in Professional Development activities in any of the following areas:

(a) resumé writing ☐

(b) how to survive an interview ☐

(c) personal growth ☐

(d) leadership training ☐

(e) Other (please specify) _____

_____

28. Do you feel that there are any promotion opportunities for you within the North York system?

YES ☐ NO ☐

29. Do you feel there is an adequate avenue of approach for job review and reclassification?

YES ☐ NO ☐ DON'T KNOW ☐

_____

30. Does your supervisor let you know how well you are doing your job?

Frequently ☐ Occasionally ☐ Never ☐

31. Have you ever been told how well you are doing your job by your co-workers?

YES ☐ NO ☐

32. Has your supervisor shown an interest in your career development?

YES ☐ NO ☐

33. Has your job performance ever been formally evaluated by your supervisor?

YES ☐ NO ☐

IF YES:

(a) Was it done:

Verbally ☐
In writing ☐
Both ☐

(b) Were you given an opportunity to discuss your evaluation?

YES ☐ NO ☐

(c) If you were not given an opportunity to discuss your evaluation would you have liked to?

YES ☐ NO ☐

_____
_____
_____

IF NO:

(a) Would you like to have a formal evaluation of your job performance?

YES ☐ NO ☐

_____
_____
_____
_____

34. Have your duties since you started your present position ...

Increased a great deal	Increased somewhat	Remained about the same	Decreased somewhat	Decreased a great deal
☐	☐	☐	☐	☐

35.(a) Were the job duties, as described to you BEFORE you obtained your present position, similar to the duties you performed when you STARTED the job?

YES ☐ NO ☐

(b) If NO, did this cause you to feel personal dissatisfaction?

YES ☐ NO ☐

(c) If your answer to (b) is YES, please explain why. _____

_____

_____

36. Do you feel that you have ever been discriminated against within the North York Board because:

(a) of your sex by not being given equal promotional opportunities? ☐

(b) of your sex by not receiving equal pay for equivalent training, seniority and responsibility? ☐

(c) of personal factors such as appearance or age? ☐

(d) Other (please explain) _____

_____

37. Do you feel you understand the general definition of sexual harassment?

YES ☐ NO ☐

38. Do you feel you have ever been subjected to sexual harassment on the job?

YES ☐ NO ☐

39. Are you interested in learning more about the topic of sexual harassment?

YES ☐ NO ☐

ADDITIONAL COMMENTS